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ABSTRACT

This text examines the forces that keep educators and students from feeling fully empowered, that is, gaining the power to self-actualize and to facilitate this process for others. A feminist perspective is used to consider directions for educational reform and innovation broadly under an umbrella philosophy of empowerment, suggesting a paradigm shift from the patriarchal model to one based on cooperation. The role of such a shift in changing the organization of schools and their classrooms is also suggested. The traditional system of domination is examined, specifically as teachers and students experience it. The role of education in creating an environment for empowerment and the special role of literacy and knowledge are discussed. Finally, the steps of self-empowerment, especially but not solely, for teachers are described. Self-evaluation exercises are included in each chapter. Five case studies illustrate, how individually and as members of collectives, teachers have become empowered and empowered others. Appendixes include interview questions with a sample interview protocol and a description of a field research experience, "Pebbles Along the Path: On the Process of Becoming a Teacher-Researcher" (Cheryl S. Timion). (Contains 295 references.) (JLS)

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